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# NURS-573: INTERMEDIATE NURSING SKILLS LAB

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**Effective Term**

Fall 2024

**BOT Approval Date**

01/11/2024

**Discipline**

NURS - Nursing

**Course Number**

573

**Course Title**

Intermediate Nursing Skills Lab

**Short Title**

Intermediate Skill Lab

**Credit Status (CB 04)**

D - Credit - Degree applicable

**Units****Lab Units**

0.50

**Total Units**

0.50

**Hours****Lab Contact Hours**

24-27

**Out of Class Hours Lab**

0.00

**Total Contact Hours**

24 - 27

**Total Out of Class Hours**

0 - 0

**Total Student Learning Hours**

24 - 27

**Is this an existing Extensive Lab?**

No

**Do you want to propose this for Extensive Lab?**

No

**Distance Education**

No

**Catalog Description**

This course examines the second year nursing student's application of intermediate nursing skill performance in a simulated patient care environment. Psychomotor nursing skills and the nursing process will be applied to simulated patients with complex, multi-system disease process.



## Requisites

### Prerequisite(s)

**Prerequisite(s) (must be taken before)**

NURS-572 (with a grade of C or better).

## Codes

**TOP Code (CB 03)**

1230.10\* - \*Registered Nursing

**CIP Code**

51.3801 - Registered Nursing/Registered Nurse.

**Student Accountability Model (SAM) Priority Code (CB 09)**

C - Clearly Occupational

**Noncredit Category (CB 22)**

Y - Credit Course

**Repeatability Code**

No

**Grading Option**

P/NP only

**Minimum Qualifications**

| Minimum Qualifications     | And/Or |
|----------------------------|--------|
| Nursing Science/           | Or     |
| Nursing (Masters Required) | End    |

## CSU Area(s)

## IGETC Area(s)

## Learning Objectives

**Learning Objectives****Learning Objective**

1. Validate knowledge through communication of patient findings to include the situation, background, assessment, and recommendation to all members of the inter-disciplinary team
2. Communication - Implement therapeutic communication skills that foster open communication, mutual respect, and shared decision making to achieve quality patient care.
3. Assess and manage the nursing care of complex patients with altered circulation, oxygenation, and immunity.
4. Formulate and design a plan of care with members of the healthcare team to manage the care of the complex patient with hypoperfusion
5. Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

1. Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement, intervene, and evaluate patient care.
2. Communication - Implement therapeutic communication skills that foster open communication, mutual respect, and shared decision making to achieve quality patient care.
3. Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

### Program Learning Outcomes

#### Learning Outcome

1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist.
2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist.
3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community at the entry level registered nurse generalist.
4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems at the entry level registered nurse generalist.
5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community at the entry level registered nurse generalist.
6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information at the entry level registered nurse generalist.
7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist.
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes at the entry level registered nurse generalist.

### Institutional Learning Outcomes

**Aesthetic Awareness:** The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

**Communication:** The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

**Critical Thinking:** The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

**Cultural Awareness and Humility:** The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

**Information and Technology Literacy:** The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

**Scientific Awareness:** The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

**Social Awareness:** The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

## Content

### Course Lab Content

1. Management of Airway and Oxygenation
  - A. Airway and pulmonary assessment
  - B. Inspect airway, respiratory rate, and oxygen saturation.
  - C. Assemble and apply suction catheter to maintain airway.

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- D. Administer oxygen delivery methods to hyperoxygenation patients prior to suctioning.
  - E. Evaluate suctioning and reassess the baseline airway and pulmonary
  - F. Collaborate with respiratory therapists and other members of the interdisciplinary team.
2. Care of the Hemodynamically Unstable Patient: Using diverse manikins to promote DEI
- A. Assess vital signs and urine output.
  - B. Assess laboratory and diagnostic tests.
  - C. Recognize lethal cardiac dysrhythmias.
  - D. Recognize signs and symptoms of shock.
  - E. Recognize signs and symptoms of hypoperfusion.
  - F. Administer IV fluids and vasoactive medications to maintain blood pressure
  - G. Administer crystalloids, colloids, and blood products to maintain perfusion of organs and blood pressure.
  - H. Documentation of findings
  - I. Communicate accurate assessment findings to physicians in order to obtain appropriate medical care to treat hemodynamic instability.

## Methods of Instruction

### Method

Activity

### Integration

Patients and families will be taught to recognize signs and symptoms of hypoperfusion

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### Method

Discussion

### Integration

The importance of the identification of abnormal laboratory values and diagnostic tests and their correlation to the signs and symptoms exhibited in the patient with a complex, multi-system illness will be discussed

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### Method

Observation and Demonstration

### Integration

Airway management with suctioning and oxygen delivery methods will be demonstrated and observed

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### Method

Role Playing/Simulation

### Integration

Hanging blood products and vasoactive medications will be simulated while integrating basic principles of dosage calculation and physical assessment

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## Methods of Evaluation

### Method

Class Participation

### Integration

Students will demonstrate accurate ability to gather and assemble equipment necessary to care for the hemodynamically unstable patient that needs to be suctioned. Rubric from Simulation learning System will be used to assess objectives met.

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**Method**

Exams/Tests

**Integration**

Exams/Tests will be application psychomotor learning domain questions including the concepts of oxygenation and hemodynamic stability. Simulation Learning System will be used to administer these exams/test. Pre Quizzes and Post Quizzes are available to assess knowledge prior to and post-simulation experience.

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**Method**

Self-Evaluation

**Integration**

Students will evaluate themselves based on a rubric depicting psychomotor skills with the inclusion of concepts of safety communication and assessment. Rubric from Simulation learning System will be used to guide self reflection on objectives to met for the class period.

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**Method**

Simulation

**Integration**

Simulation allows students to practice real-life scenarios and nursing interventions in a safe setting to maximize learning. Prior to the assigned simulation day, the student will be given pre-sim exercises, which consist of reading assignments and no more than ten questions, to help guide their preparation for the simulation scenario. After the completion of the simulation day, a written reflection discussing group dynamics, what went well, what was learned, and what can be improved upon in the future. Rubric from Simulation learning System will be used to assess objectives met.

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**Assignments****Assignment Type**

Reading

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Summative

**Assignment**

To get the student prepared for performing the skill of Assessing Lungs, the student will read from their text book Taylors Clinical Nursing Skills 5th edition pages 110-114 prior to attending skills lab. Students are encouraged to take notes on the proper sequence while also directing their attention to the rubric provided. Focusing on the rational as evidenced for evidence based practice is emphasized throughout the readings.

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**Assignment Type**

Writing

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Formative

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**Assignment**

Nursing Care Plan: Students will complete one care plan during a simulated experience to make the connection and understand the current disease process of their patient. Students will have the opportunity to assess their patient and collect subjective/objective data through the use of a SBAR tool. using the SBAR tool, the students will be able to collect information pertinent to their patient. Situation (why is your patient here?), then discuss the Background (medical history, developmental level, and other relevant information), followed by the Assessment (physical assessment, diagnostics, and lab results), and lastly your Recommendations (nursing diagnoses and interventions, and treatment plan). Students will use two Actual nursing diagnosis. Potential nursing diagnosis are discouraged at this time.

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**Assignment Type**

Writing

**In-class and/or outside of class**

In-class

**Formative or Summative**

Summative

**Assignment**

DEI & Implicit Bias: Students will use the skills lab, through the use of diverse manikins, to explore, understand and be mindful of their own implicit biases. Students will be given report on a patient that is different in culture compared to their own culture. Commination and promoting equity and inclusion through nursing care is emphasis through documentation. Documentation will be uploaded to canvas.

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**Assignment Type**

Other

**In-class and/or outside of class**

In-class

**Formative or Summative**

Formative

**Assignment**

Using the rubric provided , please perform the skill selected in front of your instructor. You will be given three prompts to guide you to a successful completion of the skill.

**SKILL 3-5**

Assessing the Lungs

1. Perform hand hygiene and put on PPE, if indicated.
2. Identify the patient.
3. Close the curtains around the bed and close the door to the room, if possible. Explain the purpose of the thorax, lung, breast, and axillae examination and what you are going to do. Answer any questions.
4. Help the patient undress, if needed, and provide a patient gown. Assist the patient to a sitting position and expose the posterior thorax.
5. Use the bath blanket to cover any exposed area other than the one being assessed.
6. Inspect the posterior thorax. Examine the skin, bones, and muscles of the spine, shoulder blades, and back as well as symmetry of expansion and accessory muscle use during respirations.
7. Assess the anteroposterior (AP) and lateral diameters of the thorax.

8. Palpate over the spine and posterior thorax. Use the dorsal surface of the hand to palpate for temperature. Use the palmar surface of the hand to palpate in a sequential pattern for tenderness, muscle development, and masses.
9. Assess thoracic expansion by standing behind the patient and placing both thumbs on either side of the patient's spine at the level of T9 or T10. Ask the patient to take a deep breath and note movement of your hands.
10. As the patient breathes slowly and deeply through the mouth, auscultate the lungs across and down the posterior thorax to the bases of lungs in a sequential pattern, comparing sides.
11. Inspect the anterior thorax. With the patient sitting, rearrange the gown so the anterior chest is exposed. Inspect the skin, bones, and muscles, as well as symmetry of lung expansion and accessory muscle use.
12. Palpate the anterior thorax across and down the anterior thorax to the bases of lungs in a sequential pattern. Use the palmar surface of the hand to palpate for temperature, tenderness, muscle development, and masses.
13. As the patient breathes slowly and deeply through the mouth, auscultate the lungs across and down the anterior thorax to the bases of lungs in a sequential pattern, comparing sides.
14. Assist the patient into a comfortable position and in replacing the gown. Remove gloves and any additional PPE, if used. Perform hand hygiene. Continue with assessments of specific body systems, as appropriate or indicated. Initiate appropriate referral to other health care providers for further evaluation, as indicated.

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## Course Materials

### Textbooks

Lynn, P. (2019). Taylor's clinical nursing skills: a nursing process approach (5th ed). ISBN# 978-1-4963-8488-1

Taylor, C. (2019). Taylor's fundamentals of nursing: The art and science of person-centered care.(9th Ed.)

### Other Resources

American Psychological Association. Publication Manual of the American Psychological Association, 7th edition. American Psychological Association

## Class Size Information

### Class Size

32

### Class Size Category

F - Individualized, skills#based instruction/field practice 30

## Diversity and Inclusion

**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

There are objectives included in each simulated environment to incorporate how DEI relates to medical surgical nursing. Students will complete a simulation and/or perform on manikins/task trainers on DEI and implicit bias by assessing and completing accurate documentation and communication. Task trainers include inclusion and diversity through multiple variations of ethnicity and diversity of cultures.

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**Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.**

Students learn the content through a simulated environment which helps account for diverse learning styles since this allows for application of theoretical concepts on actual and simulated patients.

## **Interactions**

**Explain how the course will incorporate student-to-student interaction.**

Students work together during skills training, and engage with peers on the DEI assignments, reporting, documentation and performance through their skills check offs.

**Explain how the course will incorporate instructor-to-student interaction.**

Faculty provides regular feedback in the skills lab to help guide learning. Active learning involves class discussion to solicit student thoughts and feedback.

**Explain how the course will incorporate student-to-content interaction.**

Active learning activities are conducted using student-centered learning methods that allow the student's learning to be the focus of the course.

**Explain how the course will incorporate student-to-self interaction (metacognitive).**

Student's complete reflections to reflect on their own learning and experiences and set goals for themselves.

Key: 2399